R E P O R T R E S U M E S

ED 019 932 JC 680 175

IN WHAT SHAPE IS YOUR COMMUNITY COLLEGE.

BY- HUGHES, JAMES M.

PUB DATE FEB 68

EDRS PRICE MF-$0.25 HC-$0.28 5P.

DESCRIPTORS- *JUNIOR COLLEGES, COMMUNITY COLLEGES, COLLEGE ROLE, *SCHOOL DESIGN, BUILDING DESIGN, *CAMPUS PLANNING, *SCHOOL ARCHITECTURE, *SCHOOL COMMUNITY RELATIONSHIP,

ARCHITECTURAL DESIGN OF COMMUNITY COLLEGES SHOULD BE RELATED TO THE UNIQUE CHARACTER OF THE INSTITUTIONS. THE COMMUTER COLLEGE CONCEPT SUGGESTS DRIVE-IN FACILITIES, ADJACENT PARKING AND INSTRUCTIONAL FACILITIES, AND BILEVEL CAMPUSES. THE VOCATIONAL-TECHNICAL EMPHASIS SUGGESTS CENTRALIZING THESE FACILITIES AND MAKING THEM SHOWROOMS. INNOVATIVE IDEAS INCLUDE AN "ENDLESS" CAMPUS, AN AIRPORT COLLEGE, A "SURROUNDER" COLLEGE. ARCHITECTS AND COLLEGE PLANNERS MIGHT WELL CONSIDER DESIGN OF A CAMPUS PRIMARILY FOR NIGHT USE. PROPER DESIGN CAN ELIMINATE BARRIERS BETWEEN THE COLLEGE AND THE COMMUNITY--PHYSICAL, SOCIOLOGICAL, ECONOMIC, CULTURAL, AND POLITICAL. THIS ARTICLE IS PUBLISHED IN "AMERICAN SCHOOL AND UNIVERSITY," VOLUME 40, NUMBER 6, FEBRUARY 1968. (WO)

FILMED FROM BEST
AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

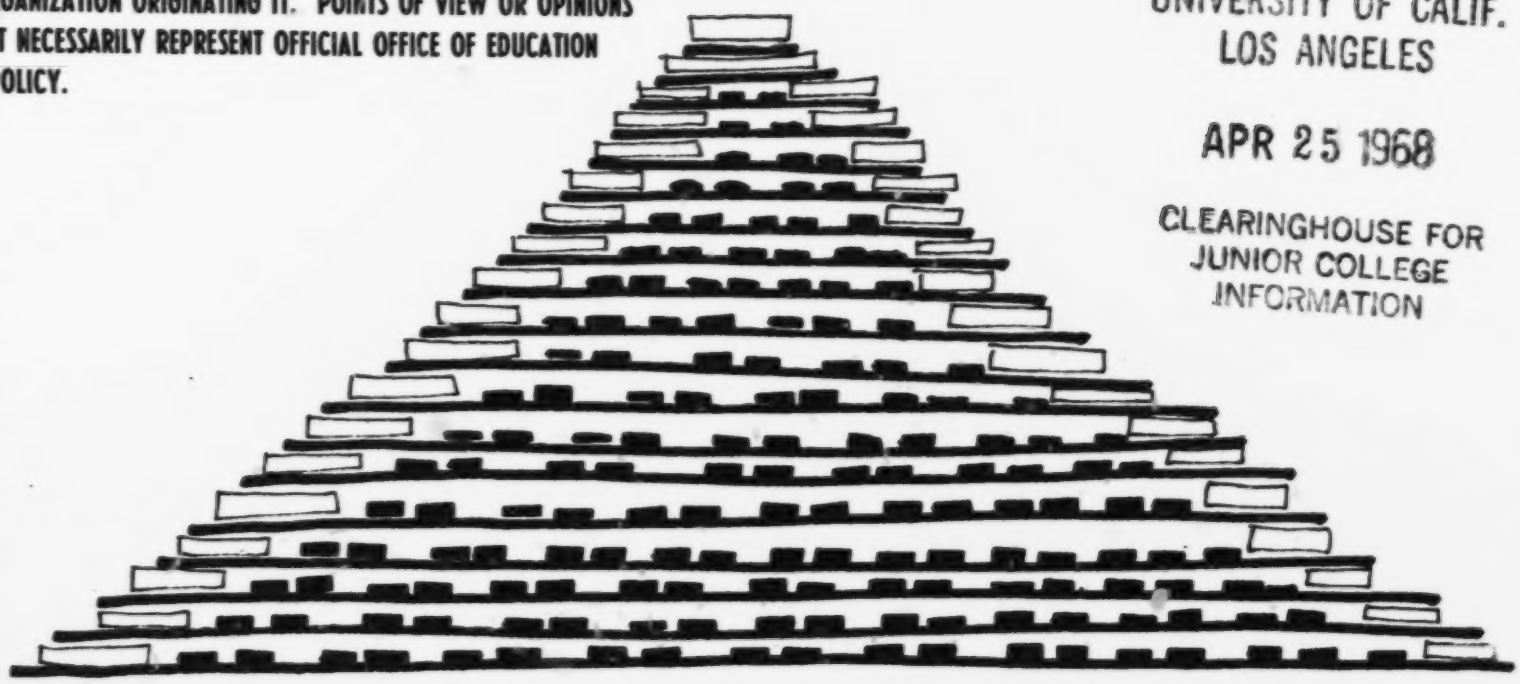
ERIC

UNIVERSITY OF CALIF.
LOS ANGELES

APR 25 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

ED019932



In What Shape Is Your Community College?

The community college is as American as apple pie. It came out of the Middle West at the turn of this century and is now affecting the lives of our people in every section of the country. More and more it is becoming one of the most important elements of our educational structure. This generation depends upon it as much as the last generation depended upon the high school. It can mean some college education for almost everybody, not only for youngsters just out of high school. The community college belongs to everybody in the community.

Dr. Edmund Gleazer, Executive Director of the American Association of Junior Colleges, tells us that we can expect about 500 new community colleges in the next ten years. Administrators in increasing numbers are asking for guidance in the development of new plans.

JC 680 175

By James M. Hughes, AIA, Community College Specialist, Caudill Rowlett Scott, Houston, Texas.

We all know we have something here—this new kind of college. The community college is the new energy of education. Inevitably, new forms will emerge. There will have to be community colleges of all sizes and shapes. The mystery is that these forms are so slow in coming. We wonder why. We suspect that familiarity with and sentimentality for old educational forms are delaying us.

Community colleges, educationally and architecturally, are too often blown-up high schools or watered-down universities. To develop logical new forms, we shall have to discover the uniqueness of the community college. When we do, we can then make America's greatest potential learning machine take a truly functional shape without the imposed limitations of borrowed form.

Many years ago my partners and I discussed the need for creative investigation. We knew some group had to probe for those fundamentals which distinguish the community college from the high school and the university in order to give it an identity of its own.

This search for uniqueness became a reality during a seminar Caudill Rowlett Scott held in Houston. We invited people whose clear thoughts might penetrate those foggy areas which limit our vision of what a community college really should look like. These people were Ed Gleazer; Edward Simonsen, President of Bakersfield College, California; Jonathan King, who is on top of things in his position with the Educational Facilities Laboratories; and Charles Schorre, well-known artist and professor at Rice University. We also included some of the most experienced people and innovators of our own team.

Our probing will not go down in history as another Gemini flight. But we dug deep into the very essence of what a community college should be. Ten of us spent eleven hours at the task. Each assumed the role of a specific student with a particular background. This socio-drama allowed us to characterize many dif-

ferent kinds of people who will go to community colleges, and to discover what they believe the colleges should be like. We probed for generic quality.

Commuter College Concept

Let's face it: cars are here to stay. We can't choose to ignore them. And what would the community colleges do without them? By concept the community college is a commuters' college. So let's get friendly with these four-wheel monsters, and see what we can come up with.

Why wouldn't it be feasible to build an enormous pyramidal parking garage—literally a mountain of stacked niches for vehicles—then cover this giant pile of parked autos with handsome architectural boxes for classes, seminars, and individual study? One could drive his car up to the 22nd story and park next to his French classroom. And what an impressive campus this would make—a space age cliff city for the academicians!

Build one of these in Kansas and it would be the highest mountain in the state. Consider drive-in lecture halls. One is being planned now. It will work. The same district has a 4,000-member drive-in church.

Try a bi-level campus—one level for the cars and one level for the people. Here one can drive under his classroom and go up to learn. Make the car, the college man's best friend, also the friend of the college administrator, who now breaks out in a sweat at the thought of trying to park them.

The Voc-Tech Hub

It is about time the vocational-technical students are recognized as highly important members of our college society. Instead of stigmatizing them by hiding their shops and technical labs in far corners of the campus, let's put their facilities in the center of things. These students,

Voc-Tech Hub

as much as the academicians, must feel that they are honest-to-goodness college students. And other people must be made to feel that the things they do are exciting to look at.

Consider this second point. We remove the stigma if we locate facilities such as automobile shop, merchandising lab, electronics lab, dental technology lab, police science lab, aviation shop, or fashion design lab on the main concourse of the campus.

We can further emphasize voc-tech by using a lot of glass. Make these spaces frankly showrooms where one might pass by and receive instant visual education. That's what the typical merchant does. He's in the visual education business and spends thousands of dollars arranging eye-catching sets in his show windows to lure the passerby into his store.

Who knows, the voc-tech showcase might have the same effect. The program needs this kind of emphasis. Let's not neglect nor debilitate the voc-tech program. It's too important. And let's not have any "dumbbell colleges" just for the trade school people. Make our colleges comprehensive; then provide voc-tech hubs where people can see what is going on.

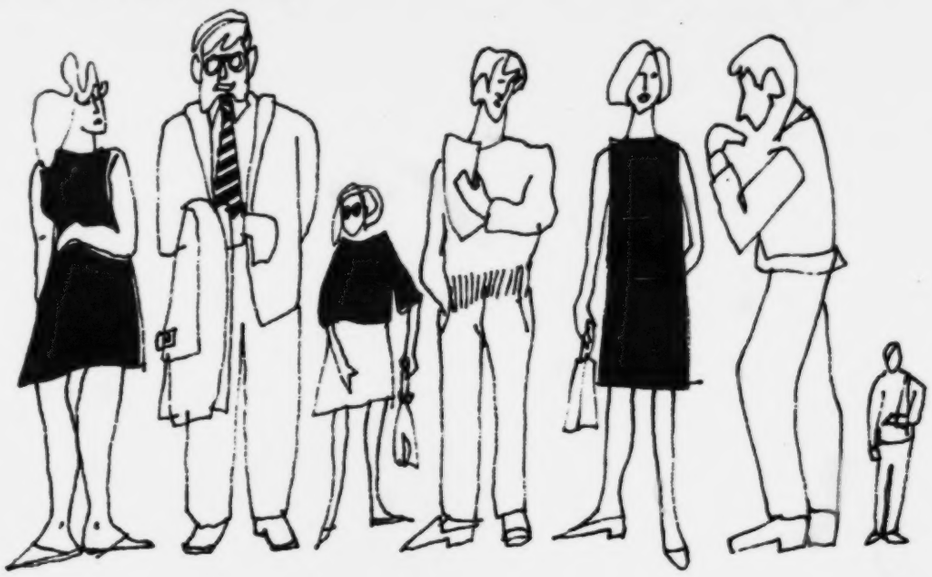
Diversified Student Body

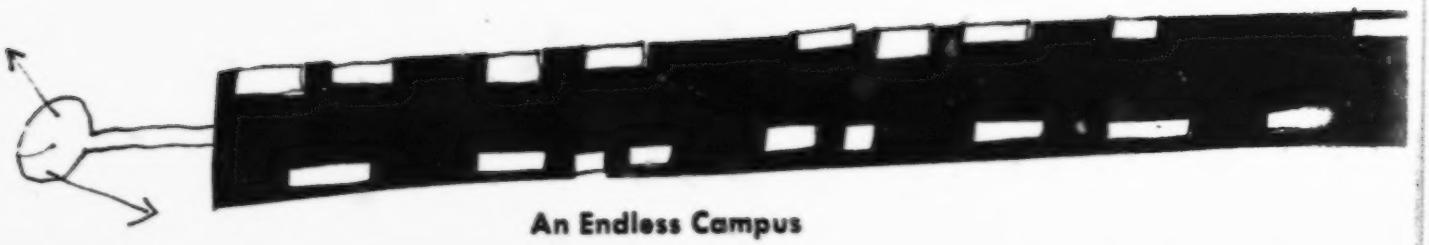
Look whom we serve! Certainly not just the youngster fresh out of high school. We have the most diversified student body one can imagine: university-bound students, industry-bound students, brilliant, young, but academically slow starting students, the adult technician who needs a retread, the para-professional, the university graduate who needs still more education, the oldster who has a young mind, and so on.

Consider, too, the disadvantaged inner city students from impoverish-

(Continued on next page)

Diversified Student Body





An Endless Campus

College (cont.)

ed families. Superimpose on this diversity the fact that some of the students will be on a work study schedule, and the picture becomes even more complex. The ten percent student who works most of the time is a hard one to cope with.

The most comprehensive of comprehensive high schools do not have this great spread. Our students are poles apart. Our problem—to unify a diversified student body—unquestionably will be difficult to solve, but when we find the answer we will find a distinguishable educational-architectural form that expresses the community college uniqueness.

An Endless Campus

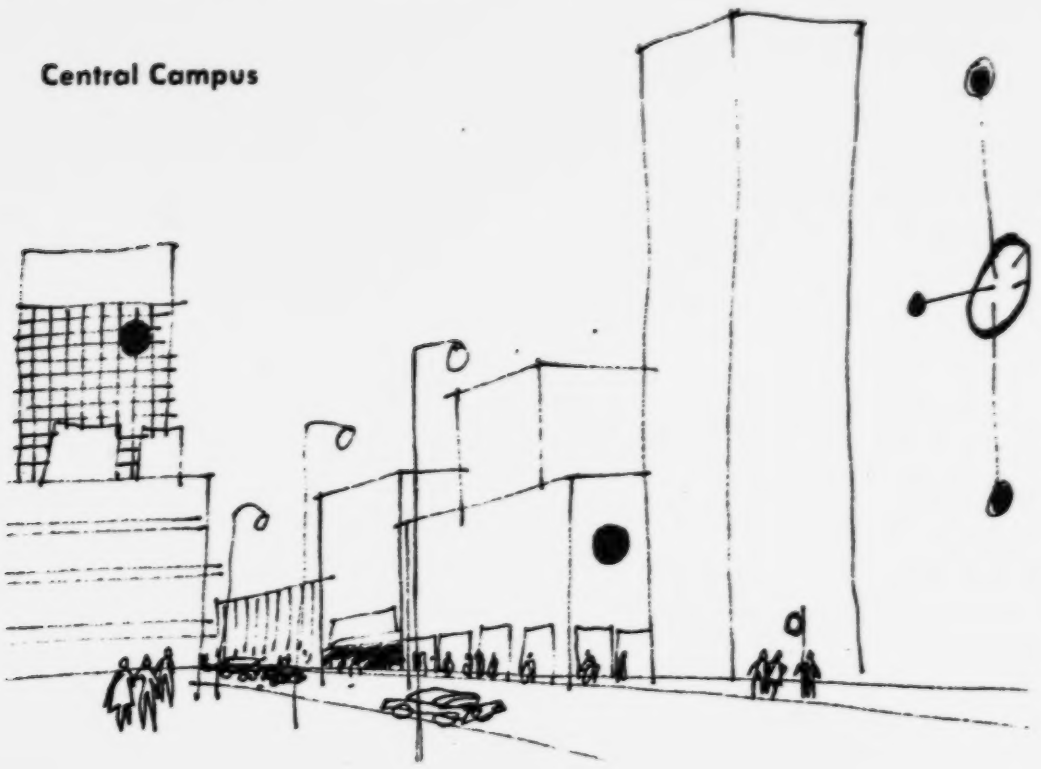
The multi-campus idea is a good one. A number of districts have three or four colleges, and have plans for more. But is decentralization the only course open? Why not probe the concept of one enormous, endless campus—one designed for an ever increasing enrollment?

Build the buildings on one line. Put at one end a great terminal—a collection point for all lines of transportation—rapid transit, trains, buses, helicopters, or cars. Let the other end keep moving, year by year. From the terminal the student gets on a shuttle, not unlike on the one from Times Square to Grand Central Station in New York, and he can arrive at almost any building in short order. The shuttle continues unloading its passengers until it comes to the temporary turn-around, and it's on its way back to the terminal, picking up and distributing the education customers.

Note we said "temporary turn-around." Here's the key: as the enrollment increases, the campus moves out and the point of the turn-around is simply extended. The architectural form is continuous. Let it give unity to diversity.

The campus might reach out two or three miles, or completely circle the inner city. Foresighted educators have already purchased the educational right-of-way—only a 300-foot width is necessary. An endless campus, ever growing in an educational right-of-way, is not as far-fetched as you might think.

Central Campus



The Airport College

Isolation behind hallowed walls may be all right for some colleges but not for the community college. It's a people's college. It must be accessible to people and people to it. We shall be building 50 colleges a year for the next ten years. Some of these new community colleges will have to be built in rather isolated, rural areas or in small cities distant from the large metropolitan areas. How can these new colleges be in the thick of things?

Here is a direction in which we might probe: Build an airport college. Put the runways in the middle of the campus. Let the commuters who live 100 or so miles from the college commute by air-bus or private plane. But even more important, have two or three college-owned planes available for classes of students to travel to the metropolitan area. These could be maintained by the aeronautical technology students. These flying classrooms could put colleges in the remotest areas in touch with industrial, cultural, and political learning centers of the nation.

The Surrounder College

Our search for uniqueness should begin with this thought: the community college is a surrounder college. A community college is not a "tweener"—between the high schools and the university, as the junior

high is between the elementary and the high school. Its realm of responsibility encompasses an even greater area than the university.

It surrounds just about everybody. It reaches down to the high school dropouts who find they have a delayed-action desire for education. It reaches up to the Ph.D. who needs more education—like a course in the History of Latin America—before he accepts a South American assignment. It reaches out to the retreads who must change vocation five or six times during their lifetimes. It touches everyone.

One prominent educator said, "A community college will do whatever needs to be done that is not being done or is being done badly by other institutions." Quite a challenge. And it takes a lot of imagination. The surrounder college kind of thinking opens the vise that restricts the imagination.

Nocturnal Architecture

Has anyone ever produced a college campus that was designed primarily for night use? We don't know of any. The architect is generally more concerned with having the sun and sky define his forms. Most campuses at night are a sorry lot. There is no excitement. They are dark and dangerous.

A campus specifically designed for night use would be something quite different. It might take on the effect of Times Square. There could be luminous walls to light pedestrian streets. There might be artificial suns and special, well-lighted street furniture. If we are going to have 7-to-11 colleges, and even 24-hour colleges, the architects must try to create a nocturnal architecture. Why not probe a night campus?

The Community Accent

We are not quite sure "community college" is the right name, but it is better than "junior college." The college we are concerned with is not a junior of anything. It's one of the most important areas of higher education and unique to the world. It has sprung from the grass roots. It is run primarily with local taxes by local authority. It is a social instrument for community improvement, in one sense.

Why not build a no-wall college —physically, sociologically, economically, culturally and politically? Make the college and community synonymous—a completely integrated oneness. Then education is for real. The town and gown fights will be bygones. There will be no ghettos. No "across the tracks."

Community life and education will mesh. Bond issues for colleges will not fail because the majority preferred more sewer lines. Education will be a necessity, not a frill —for education is for, by, and of the community. But even more important, we must believe that the community college is emerging from the urban chaos as a social institution, and that we are not just in the business of education.

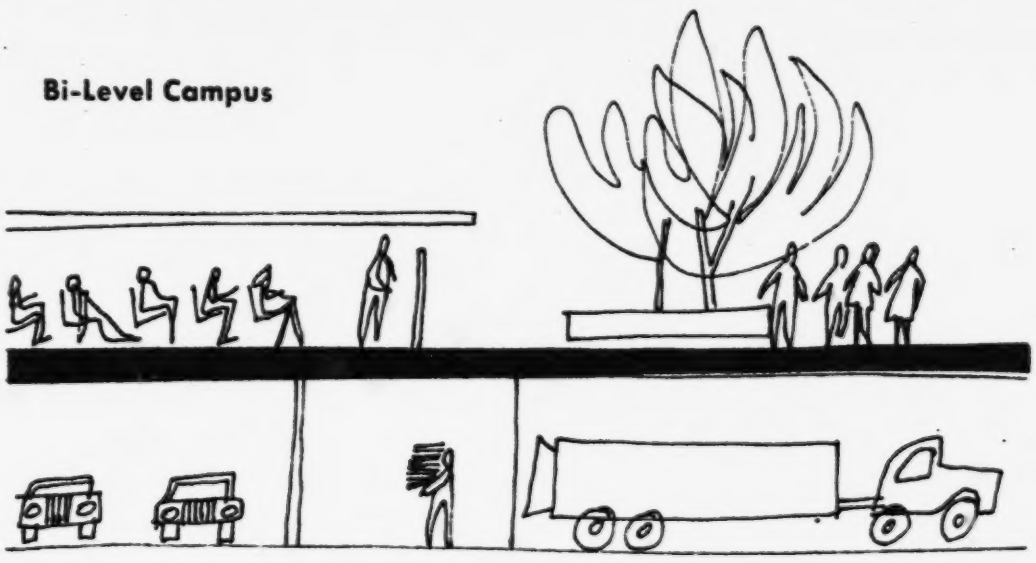
Perhaps here is another uniqueness: social reform is our responsibility because our kind of college touches everyone. The community college has the accent on the first word. If "no man is an island," then most certainly "no community college is an island." Educational needs cannot be separated from social needs.

Architectural Expression

What can we do to keep the community college from looking like a high school? For that matter, what can we do to keep the community college from looking like the university? How can we develop an "I am what I am" kind of architectural expression?

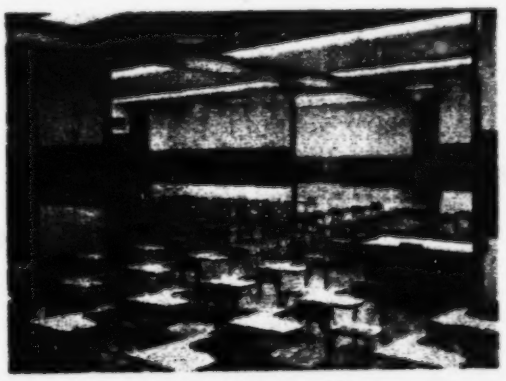
Most certainly we need to probe to find an architectural expression that says, in no uncertain terms, that the community college is a community college designed for a specific community. And we want no superficial, meaningless style. The architecture must make sense. It must be lean, clean, and truthful with a strong generic quality. #

Bi-Level Campus

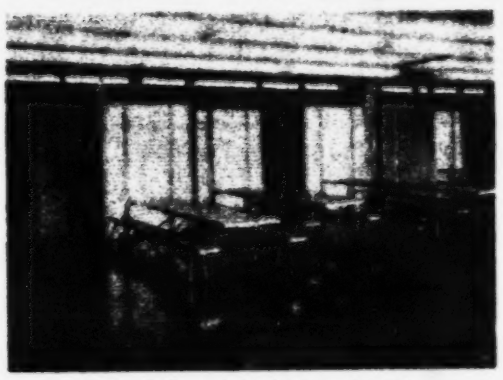


When men in the know talk convertible space

. . . 2 product names that invariably come up are Haws and Schieber



Arch: Nicol & Nicol, Chicago



Arch: Robert W. Yokom, Detroit

HAWS BECAUSE . . .

They are the most soundproof and foolproof partitions. Offer best designs and styles. First and only to earn Class F, NSSEA rating (43 to 48 STC)

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Buttenheim Publishing Corporation 1968 TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

— the only units (wall pocket and portable) with one piece, formed steel, vinyl clad tops that last 10 times as long as laminated plastic.

Write for catalogs and visit our booth: A.A.S.A., Atlantic City, February

HAWS SCHIEBER

SOUNDWALLS FOLDING TABLES-BENCHES, STAGES

ROBERT HAWS COMPANY

12955 Inkster Road, Detroit, Mich. 48239

Circle AS&U-106 on reply card, last page

AMERICAN SCHOOL & UNIVERSITY

James R. Stack, *Publisher*
Georgette N. Manla, *Editor*
David E. LaBounty, *Managing Editor*
Susan Meth, *Assistant Editor*
Wendy L. Hill, *Editorial Assistant*
Frederick W. Hill,
John C. Gardner
Contributing Editors
Phil Franznick, *Design Consultant*
Helen E. Weyl, *Production Manager*
Harold Tucker, *National Advertising Sales Manager*

Advisory Board: Henry B. Baume, *Baume & Polivnick, Architects, Denver, Colo.;* Doris Bilger, *Supervisor, School Food Service* Sarasota Cy., *Fla.;* Ridgley M. Bogg, *Asst. Supt. Business Affairs, Great Neck Schools, N.Y.;* Forbes Bottomly, *Supt. of Schools, Seattle, Wash.;* John L. Cameron, *Dir., Div. of Facilities Development, U.S. Office of Educ. Wash., D. C.;* M. Ted Dixon, *Supt. of Schools, El Cajon, Calif.;* Richard Gilkey, *Audio-Visual Supervisor, Portland Schools, Ore.;* Jack L. Landes, *Asst. Dir., Div. of Campus Planning, Ohio State University, Columbus;* John D. L'Hote, *Physical Plant Mngr., Detroit Public Schools, Mich.;* Arthur L. Matthews, *Dir., Bldg. Planning Dept., Albuquerque Schools, New Mex.;* Bob H. Reed, *Urban Spec., Caudill Rowlett Scott, Houston, Tex.;* Rt. Rev. Msgr. William M. Roche, *Supt. of Schools, Diocese of Rochester, N.Y.* Oscar E. Shabat, *Chancellor, Chicago City College, Ill.;* Gurdon F. Smith, *Dir., Planning & Research, Los Rios Junior College Dist. Calif.*

AMERICAN SCHOOL & UNIVERSITY including The School Executive, Educational Business and School Equipment News, is published monthly by the Buttenheim Publishing Corporation, 757 Third Avenue, New York, New York 10017. Cable: BUTTPUB NEW YORK. Controlled circulation postage paid at Waseca, Minn. Subscription rates U.S. —$8 a year; $1 per copy; special issues, $2. Canada and foreign—$10 a year. The publisher reserves the right to reject any subscription that is not qualified.

© Buttenheim Publishing Corporation 1968 ALL RIGHTS RESERVED.

Donald V. Buttenheim, *President;* Edgar M. Buttenheim, *Executive Vice President.* G. E. Carney, *Vice President • Finance;* John Di Caro, *Director of Circulation;* Lillian Dory, *Circulation Manager.*

NEW YORK 10017: 757 Third Avenue. 212-752-8600. (Main Office).
CHICAGO 60606: 400 W. Madison St., 312-346-4611. Don Dasburg.
CLEVELAND 44114: 1814 Superior Bldg., 216-241-1755.
DALLAS 75229: 11616 Sonnet Drive. 214-357-0836.
LOS ANGELES 90029: 835 North Western Ave., 213-466-2104. Richard E. Murphy.
NEW BERLIN, WIS. 53151: 18280 W. Beloit Rd., 414-679-1873. Len Martikonis.

All material appearing in AMERICAN SCHOOL & UNIVERSITY is indexed and microfilmed and may be obtained by writing University Microfilms, Inc., 313 N. First St., Ann Arbor, Michigan.

BPA Member, Business Publications Audit of Circulation, Inc., American Business Press, Inc., Educational Press Association. ABP

ASSOCIATED BUTTENHEIM PUBLICATIONS

The American City | Municipal Index | Contractors and Engineers Register | MART magazine
Engineering-Construction World | Contractor Heating & Air Conditioning | Industrial Builder